



Qualification  
Guidance  
Syllabus

# Level 2 Certificate in Fitness Instructing (Children)

Qualification  
Accreditation Number:  
**500/8756/3**  
Version AIQ005054

**Active iQ**

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.

## Level 2 Certificate in Fitness Instructing (Children)

**Qualification Accreditation No:** 500/8756/3

### Introduction

The Active IQ Certificate in Fitness Instructing (Children) is at level 2 on the Regulated Qualifications Framework. It also provides access onto the Register of Exercise Professionals (REPs) at level 2.

**Guided** learning hours: 157    Total Qualification Time: 230    Credit: 23

Minimum credit to be achieved at or above the level of the qualification	23
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

### Entry Requirements

- There are no specific pre-requisite qualifications, but there is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2
- It is recommended that learners undergo a DBS check prior to commencement of the training

Note: Learners can be employed before the DBS check is complete provided the organisation is satisfied, on the basis of other checks, that it is safe to do so; however, organisations cannot let anyone have unsupervised access to children until they have a satisfactory DBS check.

### Qualification Outline

#### Target Learners:

- Adults (aged 16+) wishing to pursue a career either in the health and fitness sector, community setting or in schools as teachers of children's physical activity.
- 16 to 18 year-olds may need to be supervised in the workplace, once they have achieved the qualification.

#### Aim:

- To train learners to a professionally competent level, enabling them to plan and deliver safe and effective group and individual physical exercise sessions for children aged 5 to 11 and 11 - 15 (the types of activity and delivery methods for these age groups are distinctly different)

#### Objectives:

- To develop learners' knowledge of anatomy and physiology and how it relates to exercise and fitness and children's development.
- To develop learners' ability to plan and deliver safe and effective physical activity sessions for children.
- To develop learners' knowledge of health and safety, child protection and building relationships in a fitness environment.

### **Progression:**

- This qualification provides progression to Level 2 NVQ Certificate in Instructing Exercise and Fitness, for learners who wish to develop and demonstrate occupational competence in instructing physical activity and exercise to children
- Learners may also progress on to the Active IQ Level 3 Certificate in Sports Massage, where they will be provided with the knowledge and skills to practice sports massage alongside fitness instructing in the health club environment
- Learners may also broaden their knowledge and skills by progressing to Level 2 qualifications in instructing Circuits, Exercise to Music, Step and Aqua

### **Links to National Occupational Standards**

There are direct links to the NOS in Instructing Exercise and Fitness:

A355 Reflect on and develop own practice in providing exercise and physical activity

C22 Promote health, safety and welfare in active leisure and recreation

C316 Work with clients to help them to adhere to exercise and physical activity

D457 Plan health related exercise and physical activity for children

D458 Instruct health related exercise and physical activity to children

## Tutors, Assessors and Internal Verifiers

### Required Criteria

#### All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

### Tutors

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Level 5 Diploma in Education and Training
- Certificate in Education

### Assessor

Assessors must hold or be working towards any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment or
- Level 3 Award in Assessing Vocationally Related Achievement or
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement , or
- A1 (previously D32, D33)

### Internal Verifier

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- V1 (previously D34)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

## UK LEVEL 2 (European Qualifications Framework EQF Level 3) Occupational Descriptor

### Occupational Title

Physical Activity Instructor for Children

### Occupational Description

**A physical activity instructor for children is responsible for the planning, instructing and evaluation of group activities for children aged between 5 and 16 years old via a range of activities, including (but not limited to) creative play, games providing basic skills for various sports, general exercise to promote a healthy lifestyle. A physical instructor for children is responsible for encouraging children of all ages to adhere to activities that promote exercise and a healthy lifestyle, employing motivational strategies to achieve this.**

### Occupational Roles

The physical instructor for children is responsible for:

1. Planning, instructing and evaluating safe and effective activity sessions for children of all ages
2. Planning and delivering a variety of activity sessions appropriate for the age range of the group, including (but not limited to) creative play, sports based sessions, general exercise and healthy lifestyle sessions
3. Selecting relevant activities and exercises and designing appropriate exercises/games to maximise safety and effectiveness, taking into consideration the age range of the group
4. Ensuring each session is progressive so that the children experience a sense of achievement in accordance with their age and ability
5. Providing adaptations and alternatives throughout sessions to allow for individual differences
6. Motivating children in a fun environment to ensure that they return to future sessions and adhere to a healthy lifestyle
7. Acting as a positive role model for all children to look up to
8. Demonstrating a positive and fun attitude to ensure that the group feel welcome and at ease at all times
9. Be aware of and sensitive to the different needs of children at different ages and adapt activities accordingly
10. Liaise with the parents of the children participating and keeping them informed of the activities planned and the benefits of a healthy lifestyle
11. Proactively developing and maintaining the highest standards of customer care to ensure the retention
12. Acting as cover for another instructor working with children if required, according to the needs of the programme
13. Promoting activities for daily living to the group and their parents.
14. Monitoring and assisting in the upkeep of the environment and any equipment used
15. Ensuring a duty of care to the group and their parents
16. Ensuring that all personal DBS checks are undertaken prior to instructing children and are kept up to date
17. Ensuring that all health and safety guidelines appropriate to children of all ages are adhered to
18. Reflecting on own performance to enhance personal development
19. Keeping up-to-date with health and fitness industry developments especially in relation to children to ensure high standards and appropriate activities are selected that meet the groups needs in the short, medium and long term
20. Working within the parameters given at Level 2, recognising the standards and professional limitations that this provides
21. Making the appropriate decisions relating to class members and their goals and, where required, refer to appropriate members of staff for guidance and support

## Occupational Competence

### L2 Physical Activity Instructors for Children should:

1. Be aware of their professional role boundaries as listed.
2. Plan, instruct and evaluate group physical activities for:
  - apparently healthy children aged between 5 and 16 years old
  - children with disabilities, ensuring reasonable adaptations to sessions and programmes are in place
3. Get advice from another appropriate professional if there are any objectives, physical activities or risks that fall outside their professional boundaries or that they do not feel competent to deal with and/or refer on to the appropriate person.

### L2 Physical Activity Instructors for Children (who do not possess the appropriate special population qualification/s in older adults, ante/post-natal women and disabled people) should NOT:

1.
  - Be a specialist instructor in the area of special populations, or advertise as such
  - Instruct special population clients 1:1 or in groups on a regular or progressive basis
  - Plan a progressive, long-term special populations exercise or physical activity programme
  - Play any role in exercise or physical activity programming or monitoring in condition management on a 1:1 or group basis. (For this, a Level 3 Exercise Referral qualification is required and for certain conditions, where national occupational standards are in place, a Level 4 qualification).
2. Prescribe any form of exercise session or individual exercise that they have not been trained to deliver/teach effectively.
3. Instruct exercise in disciplines in which they are not qualified or where they do not hold appropriate endorsed training (e.g. a Level 2 fitness instructor should not 'cover' an ETM class or a spinning class if they do not hold the appropriate certificates).
4. Provide prescriptive nutritional advice or develop bespoke individualised nutrition plans for clients.



# SkillsActive

## Qualification Structure

This qualification comprises of 6 mandatory units

Unit	Unit title	Level	Credits	Unit accreditation number
1	Anatomy and physiology for exercise	2	6	H/600/9013
2	Know how to support clients who take part in exercise and physical activity	2	2	M/600/9015
3	Health, safety and welfare in a fitness environment	2	2	T/600/9016
4	Principles of exercise, fitness and health	2	4	A/600/9017
5	Planning health related exercise and physical activity for children	2	3	A/600/9048
6	Instructing health related exercise and physical activity to children	2	6	T/600/9050

Successful achievement of all six units must be achieved for the full qualification.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the structure and function of the circulatory system	1.1 Identify the location of the heart 1.2 Describe the function of the heart 1.3 Describe the structure of the heart 1.4 Describe how blood moves through the four chambers of the heart 1.5 Describe systemic and pulmonary circulation 1.6 Describe the structure and functions of blood vessels 1.7 Define blood pressure 1.8 Identify blood pressure classifications
2. Understand the structure and function of the respiratory system	2.1 Identify the location of the lungs 2.2 Describe the function of the lungs 2.3 Describe the structure of the lungs 2.4 Identify the main muscles involved in breathing 2.5 Describe the passage of air through the respiratory tract 2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs
3. Understand the structure and function of the skeleton	3.1 Describe the basic functions of the skeleton 3.2 Identify the structures of the axial skeleton 3.3 Identify the structures of the appendicular skeleton 3.4 Explain the classification of bones 3.5 Explain the structure of long bone 3.6 Explain the stages of bone growth 3.7 Describe posture in terms of: <ul style="list-style-type: none"> <li>• curves of the spine</li> <li>• neutral spine alignment</li> <li>• potential ranges of motion of the spine</li> <li>• postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy</li> </ul>
4. Understand joints in the skeleton	4.1 Describe the classification of joints 4.2 Describe the structure of synovial joints 4.3 Describe the types of synovial joints and their range of motion 4.4 Describe joint movement potential and joint actions
5. Understand the muscular system	5.1 Identify the three types of muscle tissue 5.2 Define the characteristics and functions of the three types of muscle 5.3 Describe the basic structure of skeletal muscle 5.4 Name and locate the anterior skeletal muscles 5.5 Name and locate the posterior skeletal muscles 5.6 Describe the structure and function of the pelvic floor muscles 5.7 Describe the different types of muscle action 5.8 Identify the joint actions brought about by specific muscle groups 5.9 Identify skeletal muscle fibre types and their characteristics

<p>6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise</p>	<p>6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with:</p> <ul style="list-style-type: none"> <li>• young people in the 14-16 age range</li> <li>• antenatal and postnatal women</li> <li>• older people (50 plus)</li> </ul>
<p>7. Understand energy systems and their relation to exercise</p>	<p>7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate</p> <p>7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise</p>
<p>8. Understand the nervous system and its relation to exercise</p>	<p>8.1 Describe the role and functions of the nervous system</p> <p>8.2 Describe the principles of muscle contraction</p> <p>8.3 Describe the 'all or none law'/motor unit recruitment</p> <p>8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness</p>
<p>Assessment</p>	<p>Theory paper</p>

**Unit 2** M/600/9015 **Level: 2** **Credit Value: 2**  
**Unit Title:** Know how to support clients who take part in exercise and physical activity

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to form effective working relationships with clients	1.1 Explain why it's important to form effective working relationships with clients 1.2 Explain why it's important to present oneself and the organisation positively to clients 1.3 Describe how different communication skills can be used to assist clients with motivation 1.4 Explain the importance of valuing equality and diversity when working with clients
2. Understand how to address barriers to exercise/physical activity that clients experience	2.1 Identify the typical barriers to exercise/physical activity that clients experience 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence 2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity
3. Understand how to support clients to adhere to exercise/physical activity	3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation 3.2 Describe how to assist clients to develop their own strategy for motivation and adherence 3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity 3.4 Describe how to set short, medium and long term SMART goals 3.5 Describe how to review and revise short, medium and long term SMART goals
4. Understand how to provide ongoing customer service to clients	4.1 Explain the importance of client care both for the client and the organisation 4.2 Explain why it is important to deal with clients' needs to their satisfaction 4.3 Identify where to source relevant and appropriate information to meet clients' needs 4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively 4.5 Give examples of how to exceed customer expectations, when appropriate 4.6 Explain the importance of handling client complaints positively following an organisation's procedure
Assessment	Worksheet Participant interview

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand emergency procedures in a fitness environment	1.1 Identify the types of emergencies that may occur in a fitness environment 1.2 Describe the roles that different staff and external services play during an emergency 1.3 Explain the importance of following emergency procedures calmly and correctly 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people
2. Understand health and safety requirements in a fitness environment	2.1 Outline why health and safety is important in a fitness environment 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation 2.5 Describe the types of security procedures that may apply in a fitness environment 2.6 Describe the key health and safety documents that are relevant in a fitness environment
3. Understand how to control risks in a fitness environment	3.1 Identify possible hazards in a fitness environment, relating to: <ul style="list-style-type: none"> <li>• facilities</li> <li>• equipment</li> <li>• working practices, including lifting and handling of equipment</li> <li>• client behaviour</li> <li>• security</li> <li>• hygiene</li> </ul> 3.2 Describe how to risk assess the types of possible hazards in a fitness environment 3.3 Describe how to control risks associated with hazards in a fitness environment 3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally
4. Understand how to safeguard children and vulnerable adults	4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults 4.2 Describe the responsibilities and limitations of a fitness instructor with regard to safeguarding children and vulnerable adults 4.3 Identify the types of abuse which an instructor may encounter: <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• neglect</li> <li>• bullying</li> <li>• sexual</li> </ul> 4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual 4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures 4.6 Describe the procedures to follow to protect oneself from accusations of abuse 4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults 4.8 Explain when it may be necessary to contact statutory agencies 4.9 Describe how to maintain the confidentiality of information relating to possible abuse
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the effects of exercise on the body	1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training 1.2 Identify the short and long term effects of exercise on blood pressure 1.3 Describe the “blood pooling” effect following exercise 1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise 1.5 Describe delayed onset of muscle soreness (DOMS) 1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness 1.7 Describe the short and long term effects of different types of exercise on muscle 1.8 Describe different exercises that can improve posture
2. Understand the components of fitness	2.1 Define the components of health-related fitness 2.2 Define the components of skill-related fitness 2.3 Identify the factors that affect health and skill-related fitness
3. Understand how to apply the principles and variables of fitness to an exercise programme	3.1 Describe the physiological implications of: <ul style="list-style-type: none"> <li>• specificity</li> <li>• progressive overload</li> <li>• reversibility</li> <li>• adaptability</li> <li>• individuality</li> <li>• recovery time</li> </ul> 3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type) 3.3 Explain the principles of a progressive training programme in developing components of fitness 3.4 Explain how to recognise when and how to regress a training programme 3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type) 3.6 Describe the effect of speed on posture, alignment and intensity 3.7 Describe the effect of levers, gravity and resistance on exercise 3.8 Describe the differences between programming exercise for physical fitness and for health benefits
4. Understand the exercise contraindications and key safety guidelines for special populations	4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus) 4.2 Describe the exercise contraindications and key safety guidelines for working with ante-natal and post-natal clients 4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16) 4.4 Describe the key safety considerations for working with disabled people
5. Understand how to safely monitor exercise intensity	5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> <li>• the talk test</li> <li>• Rate of Perceived Exertion (RPE)</li> <li>• heart rate monitoring and the use of different heart rate zones</li> </ul>
6. Understand the health benefits of physical activity	6.1 Describe the health benefits of physical activity 6.2 Describe the effect of physical activity on the causes of certain diseases including: <ul style="list-style-type: none"> <li>• Coronary Heart Disease</li> <li>• Some cancers</li> <li>• Type 2 Diabetes</li> <li>• Hypertension</li> <li>• Obesity</li> <li>• Osteoporosis</li> </ul>

7. Understand the importance of healthy eating	7.1 Describe the national food model/guide 7.2 Describe key healthy eating advice that underpins a healthy diet 7.3 Explain the importance of adequate hydration 7.4 Explain professional role boundaries in relation to offering nutritional advice 7.5 Explain the dietary role of the key nutrients 7.6 Identify the common dietary sources of the key nutrients 7.7 Describe the energy balance equation 7.8 Explain the health risks of poor nutrition
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to collect relevant information to plan health related exercise/physical activity for children	1.1 Describe the process of screening as it applies to children 1.2 Explain the process of informed consent as it applies to children 1.3 Describe different methods to collect information: <ul style="list-style-type: none"> <li>• questionnaire</li> <li>• interview</li> <li>• observation</li> </ul> 1.4 Describe how to determine which method/s of collecting information are appropriate according to the individual child
2. Be able to collect relevant information to plan safe and effective exercise/physical activity for children	2.1 Collect the information needed to plan exercise/physical activity sessions for children 2.2 Make sure the information is accurate and up-to-date 2.3 Give examples of how participant information affect the planning of exercise/physical activity for children 2.4 Make sure there is informed parental/carer consent for the exercise/physical activity sessions 2.5 Maintain confidentiality of information
3. Understand how to use information to plan health related exercise/physical activity for children	3.1 Describe the factors, based on screening, which may affect safe exercise/physical activity participation for children 3.2 Give example of how information affects the planning of health related exercise/physical activity sessions for children 3.3 Identify the reasons for temporary deferral of exercise in children 3.4 Explain the reasons for referring children to other professionals 3.5 Describe the process of referring children to other professionals
4. Understand how to plan safe and effective exercise/physical activity for children	4.1 Identify the key stages in planning and preparing exercise/physical activity for children 4.2 Outline how to identify objectives for sessions based on collected information and ensure they: <ul style="list-style-type: none"> <li>• promote and enhance activity levels</li> <li>• improve social skills</li> <li>• promote personal development</li> <li>• improve skills and techniques</li> <li>• provide opportunities for fun and enjoyment</li> </ul> 4.3 Describe how the use of music can enhance exercise/physical activity sessions for children 4.4 Describe how to apply the principles and variables of fitness to a range of activities to achieve health benefits and required levels of physical activity in children 4.5 Identify exercises/physical activities that are safe and appropriate for children of all ages, and include possible alternatives 4.6 Outline the importance and application of warm up and cool down when designing exercise/physical activity for children
5. Be able to plan safe and effective exercise/physical activity for children	5.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> <li>• the needs and potential of children</li> <li>• accepted good practice in the industry</li> <li>• the learner's own level of competence</li> <li>• the aims of the session</li> </ul> 5.2 Plan exercise/physical activity that will help children to achieve the planned objectives 5.3 Structure the session so that children will be motivated to adhere to exercise/physical activity 5.4 Plan realistic timings for sessions 5.5 Identify ground rules for behaviour that will minimise risks to children 5.6 Record plans in an appropriate format
Assessment	Worksheet or Professional Discussion PAR-Q Activity Session Plan x 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of instructing health related exercise/physical activity to children	1.1 Identify the safe and effective alignment for a range of health related exercises/ physical activities for children 1.2 Identify different methods of adapting health related exercise/ physical activity to the needs of children 1.3 Describe how to develop children's co-ordination by building exercises/movements up gradually 1.4 Describe the principles of group behaviour management when working with children in the age range 5-15
2. Understand the principles of motivating children to adhere to exercise/physical activity	2.1 Explain why children need to take personal responsibility for their own fitness and motivation 2.2 Identify the typical barriers to exercise/physical activity that children experience 2.3 Describe strategies that can help children overcome these barriers 2.4 Explain how incentives and rewards, appropriate to a range of children, can be used to strengthen motivation and adherence 2.5 Explain how children's exercise/physical activity preferences can be used to strengthen motivation and adherence 2.6 Describe how to assist children to develop their own strategy for motivation and adherence appropriate to their age
3. Be able to prepare children for exercise/ physical activity	3.1 Help children feel welcome and at ease in the exercise environment 3.2 Provide sufficient and appropriate resources for the session 3.3 Follow the correct procedures for registering children's attendance 3.4 Check children's level of experience, ability and physical/medical condition 3.5 Confirm or revise plans in the light of new information 3.6 Explain the purpose and value of the exercises/physical activities, including the warm-up and cool-down 3.7 Explain the agreed exercises/physical activities, including physical and technical demands 3.8 Provide clear information to children about the ground rules for behaviour and the reasons for these 3.9 Advise children, parents and carers of the facility's emergency procedures
4. Be able to instruct exercise/ physical activity to children	4.1 Check that children are appropriately dressed for exercise/physical activity 4.2 Develop and maintain an atmosphere of fun and enjoyment 4.3 Prepare children for the session using safe and effective warm ups 4.4 Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children 4.5 Communicate with children in a way that: <ul style="list-style-type: none"> <li>• is appropriate to their needs</li> <li>• is fun</li> <li>• motivates them to take part</li> </ul> 4.6 Monitor that children take part in the session in a safe manner 4.7 Keep to the planned timings for the session 4.8 Use appropriate volume, pitch and voice projection according to the exercise/ physical activity 4.9 Provide cueing to enable children to work to the structure and phrase of the music, where relevant

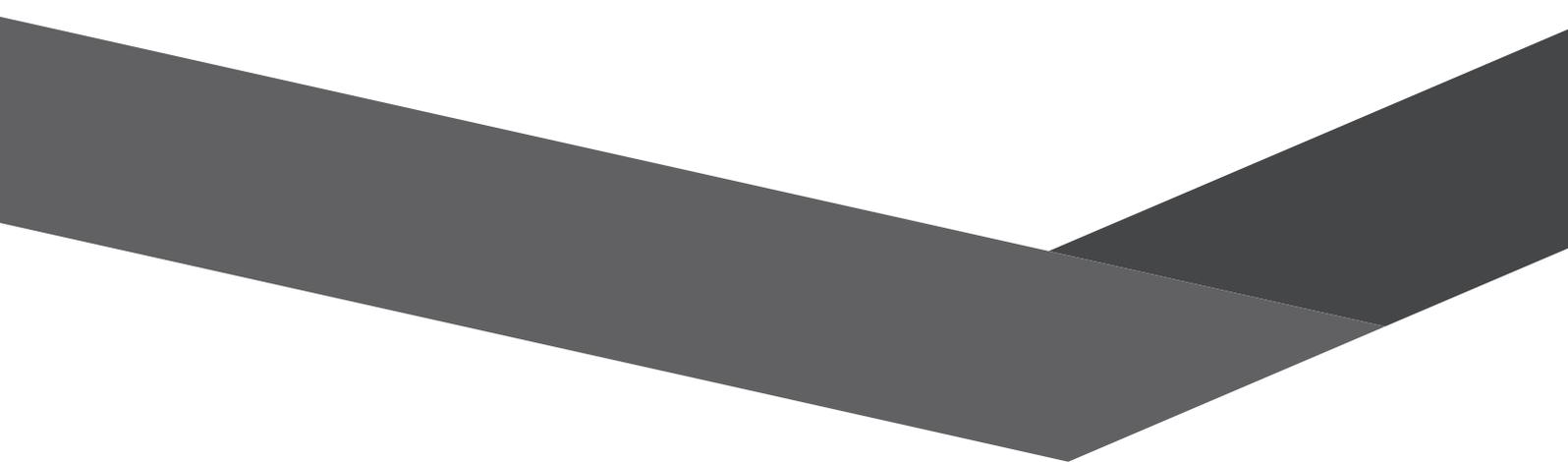
<p>5. Be able to support children to take part in exercise/ physical activity</p>	<p>5.1 Present a positive image of self and organisation to children            5.2 Establish an effective working relationship with children            5.3 Communicate with children in a way that makes them feel valued            5.4 Use motivational styles appropriate to children and the exercise/ physical activity format            5.5 Give the children attention and motivation as appropriate to their needs            5.6 Provide appropriate progressions and regressions            5.7 Use appropriate methods to correct and reinforce technique, including:</p> <ul style="list-style-type: none"> <li>• changing positions</li> <li>• asking questions</li> <li>• making adaptations/offering alternatives</li> <li>• using verbal communications</li> <li>• using visual communications</li> </ul> <p>5.8 Build exercises/physical activities gradually as appropriate for children            5.9 Manage children's behaviour throughout the session            5.10 Provide guidance and feedback which is timely, clear and helps children achieve the objectives            5.11 Adapt the exercises/physical activities to the changing needs of children during the session</p>
<p>6. Be able to bring an exercise/ physical activity session to an end</p>	<p>6.1 Allow sufficient time to end the session            6.2 End the session using cool down activities that are safe and effective for children            6.3 Provide motivational feedback on the session to children            6.4 Provide children with the opportunity to:</p> <ul style="list-style-type: none"> <li>• think about the session</li> <li>• ask questions</li> <li>• provide feedback</li> </ul> <p>6.5 Follow the correct procedures for checking and dealing with any equipment used            6.6 Leave the environment in a condition acceptable for future use</p>
<p>7. Be able to reflect on providing health-related exercise/ physical activity for children</p>	<p>7.1 Review the outcomes of working with children, their feedback and feedback from other adults/carers            7.2 Identify:</p> <ul style="list-style-type: none"> <li>• how well the exercises/physical activities met children's needs</li> <li>• how effective and motivational the relationship with the children was</li> <li>• how well the instructing style matched children's needs</li> </ul> <p>7.3 Identify how to improve personal practice            7.4 Explain the value of reflective practice</p>
<p>Assessment</p>	<p>Worksheet            Summative observed session            Session self-evaluation</p>

Active IQ

Westminster House  
The Anderson Centre  
Ermine Business Park  
Huntingdon PE29 6XY

T 01480 467 950  
F 01480 456 283  
info@activeiq.co.uk  
www.activeiq.co.uk

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.



Active iQ

